

Teacher(s): Johnson

Subject: Tools for College Success

Week of: Oct 23 – 27, 2017

Week: 12

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	<b>Standard(s):</b> TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options.	<b>Do Now: Independent Learning (You do alone)- Answer whether each of 7 statements on handout is True or False</b>  <b>Opening: Focused Instruction (I do)- Discuss correct answers to the Do Now as we discuss the myths of creative thinking</b>  <b>Work Session: Independent Learning (You do alone)- check your do now answers as we discuss the myths of creative thinking and whether they apply to you</b>  <b>Closing: Guided Instruction (We do)- answer exercise questions on handout, post in comp book</b> <b>Power Block: Mark main ideas and vocabulary</b> <b>Home Learning: Complete the take home retest and turn in during class on Tuesday</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<b>Formative:</b>  Teacher Observation Q&A Exercise questions
	<b>Purpose:</b> To introduce a system of creative thinking by first discussing and dismissing the myths associated with creative thinking in order to convince the students that this is a thing they can do			<b>Summative:</b>
Tues	<b>Standard(s):</b> TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options.	<b>Do Now: Guided Instruction (We do)- What is creative thinking?</b>  <b>Opening: Focused Instruction (I do)- Discuss the enemies of creative thinking</b>  <b>Work Session: Independent Learning (You do alone)- take notes to elaborate on what is provided in the handout</b> <b>Independent Learning (You do alone)- complete exercise on handout where you express an emotion without actually stating it</b>  <b>Collaborative Learning (You do together)- students pair up &amp; share what they have written</b>  <b>Closing: Guided Instruction (We do)- Does most of your classwork focus on divergent or convergent thinking? Why? (Open discussion)</b> <b>Power Block: complete sheet 1</b> <b>Home Learning:</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input checked="" type="checkbox"/> Cornell note <ul style="list-style-type: none"> <li>Student option</li> </ul> <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> <li>Think, Pair, Share Variant</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A Exercise questions Closing Q
	<b>Purpose:</b> To provide the students a menu of enemies to their creative thinking by introducing the ideas of divergent and convergent thinking. This will highlight how and why certain subjects in school follow usually follow one thinking or the other. This will allow the students to compartmentalize type and guidelines			<b>Summative:</b>
Weds	<b>Standard(s):</b> TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement. TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options.	<b>Do Now: Guided Instruction (We do)- What does to shift perception mean?</b>  <b>Opening: Focused Instruction (I do)- Discuss Do Now as lead in to discussion of the creative strategy – shifting perception. Discuss the various important points that will help the students use this skill when thinking. Model – my “What If”</b>  <b>Work Session: Independent Learning (You do alone)- Discuss and take notes on handout on shifting perception which provides historical examples to support ideas. Then begin exercise and write a “what if” about an important event in your life.</b>  <b>Closing: Guided Instruction (We do)- TOTD Will you keep your event or change it tonight?</b> <b>Power Block: complete sheet 2</b> <b>Home Learning: Independent Learning (You do alone)- work on “What If” paper</b>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> <li>Write personal “What If”</li> <li>TOTD</li> </ul>	<b>Formative:</b>  Teacher Observation Q&A TOTD
	<b>Purpose:</b> To introduce the first creative strategy (shift perception) so they may realize that this is a skill they already possess. The exercise will allow them to utilize the skill and enhance their use of logic and ability to see events from different perspectives and with insight			<b>Summative:</b>

Thurs	Standard(s):  N/A	<p><b>Do Now: Guided Instruction (We do)- sign in to Achieve 3000</b></p> <p><b>Opening: Focused Instruction (I do)- Identify the article and remind that I must have the Activity grade and the students must complete the first 5 boxes</b></p> <p><b>Work Session: Independent Learning (You do alone)- Complete Achieve 3000 assignment</b></p> <p><b>Closing: Guided Instruction (We do)- Verify that all 5 boxes have dots</b>  <b>Power Block: N/A</b>  <b>Home Learning:</b></p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Achieve 3000</li> </ul>	<p><b>Formative:</b></p> <p>Teacher Observation Q&amp;A Activity grade</p>
	Purpose: To provide the students with a vehicle to improve their Lexile scores			<b>Summative:</b>
Fri	<p><b>Standard(s):</b></p> <p>TCS 2: Students will understand the connections between academic content and all aspects of life. b. Analyze and describe how skills learned in school benefit all aspects of life, as well as describe the benefits of educational achievement.</p> <p>TCS 3: Students will acquire the attitudes, knowledge, and interpersonal skills to help them make decisions, respect self and others, and act as responsible members of society. a. Develop and apply the strategies of the problem solving process, including identification of the problem; brainstorming, evaluating, and choosing the best options.</p>	<p><b>Do Now: Guided Instruction (We do)- Are you able to shift perception easily or is it difficult for you?</b></p> <p><b>Opening: Focused Instruction (I do)- Quick review of Do Now and explain work session is to complete What If and then to have students read their papers to the class</b></p> <p><b>Work Session: Independent Learning (You do alone)- complete "What If" event paper</b></p> <p><b>Collaborative Learning (You do together)- Selected students read their work to the class</b></p> <p><b>Closing: Guided Instruction (We do)- Exit Slip - Do you now think that you are better at shifting perception than you first thought?</b>  <b>Power Block: complete assignment including the quiz</b>  <b>Home Learning:</b></p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> <li>Public Speaking: Reading "What If to class</li> <li>Exit Slip</li> </ul>	<p>Formative:</p> <p>Teacher Observation Q&amp;A "What If" event paper Exit Slip</p>
	Purpose: This is the continuation of Wednesday's purpose that will allow students to practice their public speaking and develop a safer learning environment while sharing their attempts at a shift perception creative strategy			<b>Summative:</b>

All information and ideas are drawn from *Introduction to Applied Creative Thinking: Taking Control of Your Future* by Russell Carpenter, Charlie Sweet and Hal Blythe, copyright 2012.